



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251762

DfES Number: 513585

INSPECTION DETAILS

Inspection Date 15/03/2004
Inspector Name Carly Louise Thrower

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Ipswich Private Kindergarten Limited
Setting Address 901 Woodbridge Road
Ipswich
Suffolk
IP4 4NX

REGISTERED PROVIDER DETAILS

Name Ipswich Private Kindergarten Limited 04232769

ORGANISATION DETAILS

Name Ipswich Private Kindergarten Limited
Address 901 Woodbridge Road
Ipswich
Suffolk
IP4 4NX

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Ipswich Private Kindergarten operates from two adjacent buildings situated on the outskirts of Ipswich town centre in Suffolk. Ipswich Private Kindergarten serves the whole of Ipswich and beyond.

There are currently 124 children on roll. This includes 27 funded 3 year olds and 16 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and those who speak English as an additional language.

The Kindergarten opens five days a week for 51 weeks of the year excluding bank holidays. Opening times are from 08:00 to 18:00 with morning sessions from 08:00 to 13:00 and afternoon sessions from 13:00 to 18:00.

Sixteen part-time/full-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification.

The setting receives support from an early years support teacher and the local area special needs

co-ordinator (Senco).

How good is the Day Care?

Ipswich Private Kindergarten is providing good care for children. Good use is made of available play space in all rooms and organised well to meet the needs of the children. They are able to move about freely and feel safe and secure in their environment. Staff provide opportunities for children to make good progress in their development through a broad range of planned and meaningful activities. Children with special needs receive valuable support and are fully included in all activities. Children demonstrate a warm relationship with staff and enjoy their play.

Children's behaviour is good. Staff make affective use of praise and give clear

explanations to help children learn right from wrong. Children are provided with a variety of healthy and nutritious snacks and meals and are encouraged to learn about personal hygiene through routine activities, however all staff should ensure they have regard for the health and hygiene policy at all times, especially regarding the Nursery's nappy changing procedures. Staff have a very good understanding of safety issues and provide opportunities for children to play with minimum risk. Access to and from the premises is monitored by CCTV cameras.

A good range of toys and play equipment is provided which effectively maintains children's interest and supports their learning. This includes toys which reflect equal opportunity principles. There are able to self select some resources and play independently. Children are given individual attention and their needs are met.

Positive, friendly relationships exist with all parents. Parents are kept well informed of their child's day and developmental progress and express their satisfaction at the care being offered. Documentation is well maintained, however staff should ensure that written procedures are in place for in the event of a child becoming lost.

What has improved since the last inspection?

At the transitional inspection staff were asked to implement documentation which included an operational plan, emergency contact information in staff files, Ofsted's contact details in the complaints procedure and procedures to follow should allegations of abuse be made against staff. They were also required to complete DC2 forms for all staff and return them to the regional office. All documentation has now been updated or implemented and DC2's completed. The staff room facilities have now been improved for staff so that they have access to a fridge, microwave, sink etc. All damaged books have been inspected and replaced with new ones and small groups of children are taken out regularly to the park, shops, museum etc. Staff have ensured that all rooms have access to an appropriate range of resources and activities which promote equality of opportunity and anti-discriminatory practice.

What is being done well?

- Children in the nursery participate in a broad range of activities which allow them to make progress in all areas of their learning. Children have developed close, friendly relationships with all adults and enjoy their play.
- Good use is made of the available play space in all rooms. Children are able to move about freely and feel safe and secure in their environment. The organisation of the rooms meets the needs of all the children.
- Regular detailed written risk assessments are carried out on the premises and outdoor areas. Staff have a good understanding of safety issues and therefore provide opportunities for children to play with minimum risk. Extra precautions are taken with security as the kindergarten has an intercom system and CCTV cameras.
- Very good support is given from all staff to children with special needs so that they are valued, fully included in activities and their individual needs are met.

The kindergarten receives clear advice and guidance from outside agencies such as an area Senco.

- Staff display positive relationships with all parents. They are kept regularly informed of their child's day and developmental progress through daily conversations, a diary system for younger children and reports for pre-school children. Staff value the knowledge that parents share about their child.

What needs to be improved?

- procedures to be followed if a child becomes lost
- staff's regard for the health and hygiene policy at all times.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure procedures to be followed in the event of a child becoming lost are included in the policies.
7	Ensure staff have regard for the Health and Hygiene policy, especially regarding the nursery's nappy changing procedures at all times.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Ipswich Private Kindergarten is generally good. It enables children to make very good progress in knowledge and understanding of the world and physical development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a good understanding of how children learn, demonstrated through the effective questioning of children and the range of stimulating activities provided. Staff make learning interesting and enjoyable, providing opportunities for children to observe, predict and think for themselves, however, written plans do not always show clear learning intentions linked to the early learning goals or sufficient evaluations of activities in order to influence future planning. Children's behaviour is good in response to staff's high expectations and consistent support.

Staff observe and make detailed assessments of children's learning in order to move them on to the next step in their development.

The leadership and management of the nursery is generally good. Staff work well together as a team and are clear in their roles and responsibilities. An effective appraisal system is in place which allows staff to regularly assess their own strengths and weaknesses and discuss their professional development.

The partnership with parents and carers is generally good. Staff have developed friendly informal relationships with all parents and keep them well informed of their child's progress through daily discussions and written progress reports twice a year. Information on the foundation stage is provided in the entrance foyer and through discussions with staff and nursery policies. Parents can also view an educational video on the six areas of learning. Staff offer good support and work closely with those parents whose children have a special educational need. Parents are made aware that they can view their child's progress file whenever they wish.

What is being done well?

- Children's development of their knowledge and understanding of the world around them through visitors and trips into the local community which help to extend and stimulate their learning.
- Children's confidence and skills when using large physical equipment and resources and their increasing understanding of health and bodily awareness.
- Staff's detailed assessments of children.
- Information given to parents regarding their child's progress towards the early learning goals.

What needs to be improved?

- planning to show clear learning intentions and sufficient evaluation of activities
- opportunities for children to engage in mark making for a purpose and to be able to self select a variety of 'writing' implements and tools on a regular basis. The book corner to be made more appealing to children.

What has improved since the last inspection?

Ipswich Private Kindergarten has made generally good progress since the last inspection. The previous key issues were to continue to develop and review planning and assessments, to increase staff's awareness of what can be included in problem solving and ordering within the area of mathematics and to give the children opportunities to explore pattern's in rhyme.

Present staff have attended training for areas of mathematics and through the activities provided show that they have an understanding of problem solving and ordering and how children develop these skills.

Assessments have continued to be developed since the previous inspection and staff now have a clear system in place for assessing children's development. Planning is still an area which needs developing further to show how activities clearly link to the early learning goals.

Children are now given opportunities to explore pattern's in rhyme by singing rhyming songs and listening to rhyming stories at circle time.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and show good levels of concentration when completing tasks. Behaviour is generally good, children are co-operative and show respect for clear behaviour boundaries. Children are encouraged to develop a sense of community from regular discussions at circle time and visitors such as the 'tooth lady'. However, organisation of snack and lunch times does not always encourage children to show consideration for others or develop their own personal independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy engaging in conversations with adults and each other. They listen attentively to stories and join in confidently. However, the book corner is uninviting to children and they are not encouraged to look at books independently. Children are provided with some opportunities to see, hear and write letters of the alphabet, however mark making for a purpose is rarely encouraged in play situations and there are not enough opportunities for self selection of writing tools and materials.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to count from 1-10 and beyond. Some children can recognise numerals from 1-9 and are beginning to put them into sequence. Children are encouraged to count in every day situations such as register time. There are good opportunities for children to sort and match by size, colour and shape through the activities provided. They show clear understanding of concepts such as big and little and demonstrate that they can follow and recreate patterns in activities such as threading.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have very good opportunities for exploring and investigating in their environment through stimulating topic work such as senses and health. Learning is further stimulated by visitors from the local community and trips out. Children show a good interest in ICT equipment and demonstrate how to complete a computer program with ease. Children develop a good awareness of other cultures through planned celebrations of festivals. Visitors and discussions encourage a sense of time and place.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move very well and with confidence on a range of large physical equipment. They demonstrate good awareness of personal space and that of others and are developing their co-ordination skills when kicking the ball. They handle and purposefully use a variety of tools and equipment such as brushes and cutlery with increasing control. Children demonstrate very good knowledge of health and bodily awareness through detailed, planned topics such as 'ourselves'.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use their imagination well during their play, often making up their own stories and situations. They are also provided with a good range of role play scenarios such as the vets and post office. There are regular opportunities for children to explore, shape, colour and texture on a daily basis such as water, paints, glue and messy play. Music and movement opportunities are provided and children enjoy singing familiar songs.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Develop planning to show learning intentions clearly linked to the early learning goals and ensure that focused activities are sufficiently evaluated in order to influence future planning and children's development.
- Improve the provision for communication, language and literacy to include regular opportunities for children to engage in mark making for a purpose during play and to be able to self select their own tools and materials. Improve the book corner to include a sufficient selection of books and make the area more appealing for children to use.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.